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ABSTRACT

A project is underway which is concerned with the production of models to serve as instruments of guidance in planning teaching materials, particularly those teaching materials which contain components that emphasize the part played by the teacher. Such planning models are necessary for use in contexts of individualization of instruction which take into account the unique contributions and importance of the teacher. Work is proceeding in three stages: the first stage implies the identification of various factors to be included and allotted a functional role in a model; the second stage is composed of linking up the factors to various phases of a planned sequence to produce tentative models; and the third stage is concerned with the confrontation of models with restrictions such as time and money. A planning model based on formative evaluation procedures is also being developed. (SH)

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Current Project 1972:4

Project title: Models for selecting media/method for the construction of teaching/learning materials

Carried out at: The Institute of Education, University of Gothenburg

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Project Leader: Erik Wallin, Associate Professor

This project, which began during the present financial year, is concerned with the production of models to serve as instruments of guidance in the planning of teaching materials.

Such models may be of different types but refer in the first instance to teaching materials which contain components that emphasize the part played by the teacher as tutor and person of resource. This does not mean that efforts are being made to diminish the part played by the teacher or its importance but rather to make the teacher's importance the maximum possible within the framework of a type of instruction permitting opportunities for individualization. It is essential that efforts directed at individualization should be stressed in this context if the work of the project is to be clearly motivated. Individualization results

EM 010 069

in demands for teaching materials of the kind indicated and it is for this type that the planning models are desirable and necessary. Routines for the planning and production of teaching materials of textbook type are likely to be well established as far as the commercial producers are concerned.

Independently of the efforts made to confer on the teacher the desirable and necessary role of importance within the framework provided by the use of a given type of teaching material, such a material - containing the maximum possible opportunities of individualization - will exercise a guiding influence on the instruction planned on the basis of the material. There is thus reason to draw attention to the need to grant a prominent place in the planning of teaching materials to the type of general overriding objective defined in the "Aims and Guiding Principles" of the syllabus and elsewhere in the syllabus. It follows from this that this project should be coordinated with the project on general aims, ÖM - Övergripande Mål, being carried on under the auspices of Department L 4:2 at the National Board of Education. Against the background described above and with the aim of producing planning models, work is proceeding in three main stages.

The first stage implies the identification of various factors to be included and allotted a functional role in a model. By factors we mean various types of goals, various instrumental recommendation indicated in the syllabus - e.g. individualization and coordination, but also factors more closely associated with the psychological theoretics of learning of the types motivation, representation, feed-back and activity, which should preferably come under the concept of mental activity and be seen in relation to the concept of taxonomy.

During the second stage factors understood in this sense will be linked up to various phases of a planning sequence leading to the construction of tentative planning models showing the relations between different factors and the restrictions resulting from decisions in one planning phase imposed on the decisions in later

stages. Planning models of this type should be tested in a series of practical applications of a formative character in order to obtain opportunities of testing their range of application and of arriving at a more definitive model.

The third and final phase in the production of planning models is concerned with the confrontation of models having a more exclusive educational psychological basis with restrictions in the form of factors incorporated in the framework. Certain of these - e.g. comprehension of the part played by the teacher - undoubtedly appear as early as the second phase. The frame factors in question are restrictions of an economic nature or concerned with time and they must be given decisive influence on the design of the intended planning models. Even the final models must be subjected to a series of tests.

Even if the primary purpose of the project is and ought to be the production of planning models of a reasonable nature and firmly based on educational theory as well as designed to aid the construction of educational materials, we considered it advisable to include in the work of the project one more sphere of problems that we believe is of the greatest importance as well as in the fullest harmony with the primary purpose of the project. These problems are connected with formative evaluations. In order that formative evaluation may function in a positive manner and yield information which can serve its aims - to provide a basis for revision - it is essential to work with definite points of reference and relevant criteria. A planning model built up on the theory of decision-making has possibilities of indicating these points of reference.

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